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ABSTRACT

This document, a curriculum guide in home economics on child development, for secondary schools, is one of six guides developed for inservice teachers at Marianas High School in Saipan. The guide provides the rationale, description, goals and objectives of the program; the program of studies and performance objectives by levels; samples of lesson plans for effective delivery of instruction; and a listing of references. Levels cover concepts in child development at three stages: 2-5 years (physical, social, emotional, and intellectual development, routine care, sleeping habits, clothing, cleanliness, safety, and nutrition and health), 6-10 years (growth patterns, family relationships, nutritional needs, typical behavior of the older child, and early school years), and conception to age 2 (conception, prenatal care, the newborn baby, and toddlers). Activities are appended for each level. (CT)

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CURRICULUM GUIDE

Home Economics: Child Development
Secondary Schools

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August, 1980

FOREWORD

This document, Curriculum Guide for Home Economics: Child Development, is one of several guides developed during the 1980 Summer Session held for in-service teachers at Marianas High School in Saipan. The in-service workshop was made possible through a federal project titled, Vocational Education Personnel Development in the Pacific Basin, under Section 135 of Title II of the Education Amendment Act of 1976 (P. L. 94-482).

Experienced teachers and administrators representing the secondary schools of the Commonwealth of the Northern Mariana Islands and the Trust Territory of the Pacific Islands developed the guide to establish curriulum standards for vocational education in their respective school systems. It is hoped that this guide will help teachers and administrators improve instruction as well as establish a base for future curriculum development efforts.

The guide provides the rationale, description, goals and objectives of the program; the program of studies and performance objectives by levels; samples of lesson plans for effective delivery of instruction; and a listing of references.

Constructive comments and recommendations will be appreciated. These should be forwarded to either the Department of Education, Commonwealth of the Northern Mariana Islands or Bureau of Education, Trust Territory of the Pacific Islands, Directors of Vocational Education.

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INTRODUCTION

Home Economics is the field of knowledge and service primarily concerned with strengthening family life. It is a body of knowledge drawn from its own research, from the sciences (physical, biological, and social) and the arts and applies this knowledge to improving the lives of individuals and families.

The over-all goal of the Home Economics program in secondary schools is to improve the quality of home and family living in order to strengthen family life. The new directions for Home Economics are to help individuals identify and develop basic competencies that will be helpful in personal and family living regardless of the particular lifestyle of the individual or family.

This guide for Child Development classes in the secondary schools of the Commonwealth of the Northern Mariana Islands and the Trust Territory of the Pacific Islands suggests concepts, generalizations, objectives, teaching methods, and evaluations. Even though Home Economics courses are offered in a variety of patterns in the secondary schools of the CNMI and the TTPI (beginning at the 7th, 8th, or 9th grade, one-semester courses, yearly courses, and with different equipment and facilities), it is our hope that teachers will be able to use the materials we have developed by adapting them in ways appropriate to their own particular situations.

Materials presented in this guide may serve as basic education for occupational programs using Home Economics knowledge and skills.

Organization of the Guide

The Scope and Sequence refers to the particular subject matter, or concepts, to be studied and the order of their study. The development of the concepts are shown at a glance.

A Conceptual Framework is an outline of concepts (main topics).

Concepts were selected for their appropriateness to the three levels of study and are given in a progressive sequence. Decisions about the concepts to include were made after a study of the available materials and discussions about the needs of each school district.

A Generalization is a statement that expresses a complete thought, is a basic fact, is valid anywhere, and shows the relationship among concepts.

Criteria for making generalizations are : Is the statement basically true? Does the statement make a clear and complete expression of the idea you want to get across? Would the student be able to form a generalization using his/her own words and drawing upon his/her own background and level of understanding? Students may be helped to generalize by being asked the following questions: What have you learned from the lesson today? Can our discussion (or lesson) be summarized in 20 words or less? What main ideas did we discuss? Are the ideas related? Can these ideas be used in other statements?

Objectives are statements of hoped for behavior or desired learning on the part of the student. Objectives are suggested and learning activities are given for each objective. Ideally, all objectives would be met with 100% accuracy. However, this would be an unrealistic expectation of all students except where safety and sanitation are concerned--and here 100% accuracy should be the goal for obvious reasons. For other objectives, the determination of percentage of achievement should be left up to the discretion of the teacher.

Activities are suggested experiences in which a student participates for the purpose of learning. Many activities are suggested for the teacher to use or adapt depending upon the circumstances.

Teacher's Notes is a space on each page for the teacher to use when more detailed planning is needed. The teacher may list specific texts, maga-

zines, page numbers, materials, equipment, films, etc. Specific texts and materials are not given in the guide because a wide variety are used throughout the CNMI and TTPI.

The Appendix includes a listing of educational terms and their definitions, equipment lists, suggested pre-tests and post-tests, games, and other materials not included in the above categories.

The Bibliography is a list of books, magazines, and pamphlets useful to a study of the particular subject. Current newspapers and magazines often contain new materials that keep the curriculum up to date.

Curriculum development is, and should be, a continuous process, therefore, this guide is intended to be only a beginning.

Because this guide has been developed specifically for teachers of the Commonwealth of the Northern Mariana Islands and the Trust Territory of the Pacific Islands, and considering the uniqueness of this vast Pacific area (and its differences and similarities), we sincerely hope our suggestions will be of help to beginning teachers needing many ideas and to experienced teachers searching for new ideas in their efforts toward helping individuals and families to improve the quality of life. However, after this guide has been used, we would appreciate suggestions for improvements to be included in future editions.

The guides in Nutrition and Child Development are the first to be developed. Guides in other areas of Home Economics remain to be developed during future summer workshops.

CURRICULUM TERMS AND THEIR MEANINGS

In order to communicate with one another in the development and use of curriculum, we need to know the meanings of commonly accepted terms in educational literature. Although there is not always agreement among authorities, the following definitions have been selected as being consistent with the over-all approaches to curriculum development in the area of Home Economics.

CONCEPT: The basic structure of content areas. Concepts help us to classify or analyze and to a-sociate and combine.

CONCEPTUAL OUTLINE: An outline of the basic structure of the content or subject matter.

GENERALIZATION: A statement which establishes an important idea or universal truth. It may be stated in your own words. Encourage students to form generalizations in their own words after the lesson.

EDUCATIONAL OBJECTIVE: A statement of hoped for behavior (desired learning, expected change) on the part of the learner.

LEARNING EXPERIENCE: An activity in which a student participates for the purpose of learning.

EVALUATION: An activity in which the learner participates for the purpose of providing evidence to himself, the teachers, and others concerning his achievement of a learning objective.

RESOURCE UNIT: A collection of objectives, content, learning, and evaluation experiences with suggested resources designed for teacher use in developing units of study for a particular teaching situation.

TEACHING-LEARNING UNIT: The concepts, generalizations, objectives, learning experiences, evaluations, and suggested resources organized for use in daily teaching.

COGNITIVE LEARNING BEHAVIOR: The intellectual performance of a student with respect to content as the result of learning experiences.

PSYCHOMOTOR LEARNING BEHAVIOR: The motor skills or muscular performance of a student with regard to content as the result of a learning experience.

AFFECTIVE LEARNING BEHAVIOR: The feeling-oriented (dealing with interests, attitudes and values) performance of a student regarding the content as the result of learning experiences.

CHILD DEVELOPMENT: SCOPE AND SEQUENCE

Level	Ages Studied	Concepts Developed
I: Beginning	Two to Five Years	Physical, social, emotional, and intellectual development, routine care, clothing, cleanliness, safety, nutrition and health.
II: Intermediate	Six to Ten Years	Growth patterns, family relationships, nutrition, typical behavior, and early school years.
III: Advanced	Conception to Two Years	Conception, prenatal care, the newborn baby and toddlers.

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LEVEL I: CHILD DEVELOPMENT (2-5 YEARS)

Designed to establish an awareness of the basic responsibilities of child rearing, this beginning level features the preschool child from age 2 through 5. The course, for young men and women of ages 13-15, should broaden knowledge and understanding of child development and enable the students to take responsible care of the young child now and in later life. Concepts include physical, social, emotional, and intellectual development, routine care, sleeping habits, clothing, cleanliness, safety, nutrition and health.

LEVEL II: CHILD DEVELOPMENT (6-10 YEARS)

Upon completion of this course, young men and women, will have an understanding of the development patterns of the older child (6-10 years of age). Plans for learning include a study of growth patterns, family relationships, nutritional needs, typical behavior of the older child, and early school years. A better understanding of the developmental process of the older child, should enable teenage students to better understand themselves.

LEVEL III: CHILD DEVELOPMENT (CONCEPTION TO AGE TWO)

The purpose of this advanced course in Child Development is to prepare young men and young women for the responsibilities and privileges of adulthood. Topics covered are: conception, prenatal care, the newborn baby, and toddlers.

Level I: Child Development (2-5 years)

Conceptual Framework

I. Understanding Children
   - A. Physical Development
   - B. Social Development
   - C. Emotional Development
   - D. Intellectual Development

II. Routine Care
   - A. Eating
   - B. Sleeping
   - C. Clothing
   - D. Cleanliness

III. Safety
   - A. Home Safety
   - B. School Safety

IV. Activities
   - A. Physical Activities
   - B. Intellectual Activities
   - C. Social Activities

V. Health
   - A. Good Health Practices
   - B. Protection Against Illnesses
   - C. Nutrition

LEVEL I. Child Development

CONCEPT I. Understanding Children

A. Physical Development

GENERALIZATION: An understanding of the development process in children contributes to self-understanding.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Compare the physical characteristics of different age groups	Discuss physical characteristics and the reasons each individual is unique. View a film on child development. List activities a child at 2,3,4,and 5 years of age is capable of performing. Cut out pictures of the age groups from magazines, and arrange on a bulletin board. Make flash cards for new words. Visit a Head Start Center or preschool. Plan several periods of observation. Record behavior. Analyze changes which occur during these periods. Relate these to environmental and growth factors. Arrange a display of suitable toys for the young child.	
Describe the sequential pattern of physical development.	Discuss the sequential pattern of the physical development. Make a chart showing the sequential pattern. Discuss the directional trends in physical development. Discuss differences between children of different age levels and children of the same age level. List the outstanding differences.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	Study the two factors that play an important part in the child's development: heredity and environment. Define heredity and environment. Discuss heredity traits. Relate heredity and environment to the physical development of children. Explain why children from the same group can be different from each other. Hold a Baby Sitter's Clinic to discuss methods and techniques of caring for children, guiding behavior, and preventing or solving problems. Prepare and display a Sitter's Kit. Invite mothers to discuss baby sitting techniques. Use information to develop a code of behavior for sitters and parents. Develop a rating scale for evaluating services of a sitter.	

LEVEL I. Child Development

CONCEPT I. Understanding Children

B. Social Development

GENERALIZATION: A child's social life is built around the adult's life.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the social characteristics of this age group.	Define social characteristics. Discuss the social characteristics of the age group. View a film on Child Development and identify any social characteristics. Make a list of the social characteristics of the age groups. Visit a Headstart Center, note any outstanding social characteristics of the children there. Have the students observe there own sisters and brothers and discuss their social characteristics. Gather pictures of social characteristics. Arrange these on a bulletin board. Make flash cards for new words.	
Describe the sequential pattern of social development.	Discuss the sequential pattern. Show a film on child development which deals with the sequence.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the differences of social characteristics among the age groups.	Identify factors that influence the pattern of social development. Discuss differences between children of the different age groups and children of the same age. List the outstanding differences. Describe factors that influence the differences in social development. Observe different age groups, note any differences.	

LEVEL I. Child Development

CONCEPT I. Understanding Children

C. Emotional Development

GENERALIZATION: Children need help in understanding and controlling their emotions.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Describe the emotional characteristics of the different age groups.	Define emotional characteristics. Discuss the emotional characteristics of the different age groups. Show a film on Child Development, and identify any emotional characteristics. Observe young sisters and brothers for emotional characteristics. List the outstanding emotional characteristics of the different age groups. Cut out pictures of emotional characteristics, arrange on a bulletin board. Make flash cards of new words.	
Identify the sequence of emotional development.	Discuss the sequence in emotional development. Name outstanding emotions. Discuss factors that influence emotions. Discuss the sequence in emotional responses.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Differentiate the emotional characteristics of the age groups.	Suggest ways of coping with emotional situations. List the different types of emotions found among the age groups. Discuss the individual differences in emotional development. Identify children with more emotional problems. Suggest ways to help children with emotional problems.	

LEVEL I. Child Development

CONCEPT I. Understanding Children

D. Intellectual Development

GENERALIZATION: There is an interrelationship between the child's intellectual development and his physical development.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the intellectual characteristics of the different age groups.	Define intellectual characteristics. Make flash cards for new words. List the intellectual characteristics of the different age groups. Visit a Head Start Center, observe signs of intellectual development. Make a bulletin board showing the intellectual development of the age groups. Discuss the interrelationships between physical and intellectual development.	
Describe the sequence of intellectual development.	Discuss the sequence of intellectual development at the different age groups. Discuss factors that may influence intellectual development. Have students observe their own young sisters and brothers, and note any problems in the sequence of intellectual development. Suggest ways to help intellectual development.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Discuss the differences in intellectual development of the different age groups.	Determine the differences in intellectual development at the different age groups. Determine the differences among the same age group. Identify children with problems in intellectual development. Discuss ways to help with the problems of intellectual development.	

LEVEL I. Child Development

CONCEPT II. Routine Care

A. Eating

GENERALIZATION: Eating the right kinds and amounts of foods should help an individual become fully developed and live a long, healthy life.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Show an awareness of the means of maintaining eating habits.	Discuss eating habits. Name the three meals in a day. List the means of maintaining eating habits. Suggest ways to help children enjoy their meals. Practice cleanliness and sanitation in food preparation. Show a film on sanitary eating areas. Show examples of good table manners.	
Differentiate between good and poor eating habits.	Describe good eating habits. Describe poor eating habits. Visit a Head Start Center and observe the children's eating habits. Have a discussion on the visit. Suggest improvement.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify a balanced diet.	Explain what constitutes a balanced diet. Make a chart showing the basic food groups. Show examples of a balanced diet. Show examples of an unbalanced diet. Arrange a display showing balanced and unbalanced diets. Discuss nutritional needs of children. Suggest suitable foods for the age groups. Demonstrate ways to prepare foods. Identify effects of having a balanced or unbalanced diet.	

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LEVEL I. Child Development

CONCEPT II. Routine Care

B. Sleeping

GENERALIZATION: Sleep and rest are just as important as food in the development of a child.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify sleeping habits.	Explain sleeping habits.	
	Discuss ways to maintain good sleeping habits.	
	Describe the effects of good sleeping habits.	
	Describe the effects of poor sleeping habits.	
	Have the students observe their own sisters and brothers and discuss their sleeping habits.	
Give examples of maintaining sleeping habits.	Examine individual differences in sleep requirements.	
	Discuss regularity in sleep routine.	
	Discuss pre-sleep time routine.	
	Practice maintaining good sleeping habits with younger brothers and sisters.	
Identify bedtime fears.	Discuss bedtime fears.	
	List some examples of bedtime fears.	
	Analyze the causes.	
	Suggest ways to overcome such fears.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Provide the proper place to sleep.	Discuss the physical conditions of a proper place to sleep. List the things needed for the sleeping place. Analyze the sleeping place of your own sisters and brothers. Discuss the effects of a proper place to sleep. Compare the effects of an improper place to sleep.	

LEVEL I. Child Development

CONCEPT II. Routine Care

C. Clothing

GENERALIZATION: The clothing a child wears has a great deal to do with his development.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Select the suitable clothes for the different age groups.	Discuss what clothes are suitable for the different age groups. List the important points to be used when selecting a child's clothes. Explain why these points are important. Arrange a display showing the clothes worn by children in your home. Study the display and draw your own conclusion.	
Identify ways of assisting dressing routines.	Discuss ways to develop independence and responsibility through clothing. List ways to encourage children to dress themselves. Make an exhibit of clothing that fosters self-help in children. Practice ways of assisting with the dressing routines of young brothers and sisters. Suggest ways to help children to care for their own clothes.	

LEVEL I. Child Development

CONCEPT II. Routine Care

D. Cleanliness

GENERALIZATION: Cleanliness plays an important role in our daily living.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To assist children in acquiring habits of cleanliness.	Have a discussion on cleanliness routines used at home. Discuss the advantages of bathing, handwashing, clean clothes, etc. Give a lecture on bathing: what it does for the child, how he should go about it, what he needs when taking a bath, expectations from the different age groups. Observe children around you, describe them--clean or dirty. Discuss getting dirty during play or work. Discuss cleanliness as related to the health of the child.	

LEVEL I. Child Development

CONCEPT III. Safety

A. Home Safety

GENERALIZATION: The life of a child is placed entirely in "your" hands.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the dangers a child can face at home.	Have group discussion on dangers found at home. Each student could make a list of the dangers encountered in the home. Compare lists with classmates and teacher. Discuss the common dangers: poisoning, falls, electrical shock, cuts, burns, drowning, animal bites. Visit different homes, observe any signs of dangers. Discuss visit.	
To keep children safe.	Discuss ways of keeping children safe. Discuss ways to avoid dangers. Visit Headstart Centers or homes. Observe ways they keep children safe. Discuss visit.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To teach children safe behavior.	Prepare a list of precautions for keeping children safe. Discuss the precautions and post them in the classroom. Make some posters showing safe ways to do things. Practice being a good example. Show which activities are safe. Suggest safe places to play.	

LEVEL I. Child Development

CONCEPT III. Safety

B. School Safety

GENERALIZATION: School is not only a place to teach subject matter, but a safe place to teach safety measures as well.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Describe the means of providing school safety.	Discuss what school safety is. Make posters illustrating traffic lights, stop signs, and slogans. Visit different schools and observe any school safety practices. Discuss the visit, suggest improvements, if needed. Discuss ways to provide safety when out in the street, walking, crossing. Suggest activities, both indoor and outdoor, that are considered safe. Compare safe activities with those that are not safe. Make a list of safe play materials. Suggest play places.	

LEVEL I. Child Development

CONCEPT IV. Activities

A. Physical Activities

GENERALIZATION: Knowing what to expect of children of different ages will help you be a better sister/brother now and a better parent later.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the physical activities that are proper for different age groups.	List activities appropriate for the different age groups. Compare the activities of the different age groups. Discuss the interrelationships of the activities to the child's physical development. Observe children around you. Guess their ages from their activities. Suggest other activities that may help the child's physical development. Show how the child's physical activities are related to his social, intellectual and emotional development.	
Provide children with appropriate play equipment and places to play.	Make a list of appropriate play materials for the different age groups. Observe children, note what play materials they use. Discuss the advantages of having appropriate play materials and equipment. Discuss what a proper play place is like.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	List the things a play area should have. Look around for play places. Comment on them. Analyze indoor and outdoor equipment and play areas. Consider space, ventilation, safety, cleanliness, supervision.	

LEVEL I. Child Development

CONCEPT IV. Activities

B. Intellectual Activities

GENERALIZATION: An environment which provides the proper mental stimulation develops the child's mental ability.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the mental activities appropriate for the different age groups.	Discuss the meaning of mental activities. Make a list of activities appropriate for this age group. Visit a Head Start Center. Observe what mental activities take place. Discuss the visit. Explain why various activities are provided. Observe children at home. Pay attention to their mental activities and how these are related to their physical development. Have class discussions on findings. List play materials used for mental activities: stories, puzzles, games, construction toys, etc.	
Identify children who have problems with their mental development.	Discuss behavior of children with problems. Observe children at home or around you. Bring a list of observations to class for discussion. Discuss ways to help those who have problems.	

LEVEL I. Child Development

CONCEPT IV. Activities

C. Social Activities

GENERALIZATION: The social life of a child is built around his family's environment.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify appropriate social activities for the different age groups.	Discuss social activities of the different age groups. List the activities. Observe children around you. Discuss their social activities. Observe the activities of children and try to identify their age.	
Differentiate between children who are sociable and unsociable.	Define and discuss sociable and unsociable behavior. View a film showing the social activities of children. Identify the sociable and unsociable children in the film. Observe children around you, see if there are any sociable and unsociable ones. Discuss different types of personality: quiet, shy, loving, outgoing, talkative, introvert, extrovert, friendly, hostile, etc. Suggest ways to help those who need help.	

LEVEL I. Child Development

CONCEPT V. Health

A. Good Health Practices

GENERALIZATION: Good health is essential for a child to take part in and enjoy everyday activities.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Encourage good health habits.	Discuss why good health is important to daily living. Make a list of good health practices. Explain them. Use teaching aids to make explanations clear. Make a bulletin board.	
Consider the advantages of maintaining good health.	Suggest ways to help children improve their health. Discuss disadvantages of poor health and ways of improving the health of the individual.	

LEVEL I. Child Development

CONCEPT V. Health

B. Protection Against Illnesses

GENERALIZATION: Maintaining the child's health involves preventive measures as well as proper care when illness and disease occur.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Describe the means of protecting children from illness and disease.	Define illness. Define disease.	
	Discuss their causes.	
	Discuss means of protection.	
	Invite a nurse to give a talk on children's illnesses and diseases, and how to protect the child from these.	
	Identify things to do when a child is ill.	
Give proper care during illness.	Visit a hospital and observe the care given to the children there.	
	Discuss the visit.	

LEVEL I. Child Development

CONCEPT V. Health

C. Nutrition

GENERALIZATION: Good nutrition, one of the health factors, plays an important role in the development of the child.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the importance of good nutrition.	Show a film on nutrition. Define nutrition. Discuss the essential nutrients and how important they are to the child's development. Discuss how nutrition is related to the health of a child. Show how to have good nutrition. Discuss the effects of good and poor nutrition.	
Examine the prevalent nutritional problems among pre-school children.	Show a film on the problems of nutrition. Discuss the problems and identify the prevalent ones. Discuss why they are nutritional problems. Observe children and identify those with nutritional problems. Discuss ways to help children with nutritional problems.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the proper foods that will meet the child's nutritional requirements.	Discuss choice of foods eaten by preschool children. Examine the foods' nutritive value. Discuss nutritional requirements for preschool children, along with the foods that will meet those requirements. Make a list of the proper foods. Make another list of the foods that are not proper. Identify the nutritive values of the foods being listed. Observe children around you and evaluate the nutritive value of their food intake for one day.	
Develop an awareness of preparing meals nutritiously.	Demonstrate basic cooking principles applicable to the foods from each of the basic four food groups. Look up recipes to use. Plan and prepare meals, breakfast, lunch and supper, that are considered nutritious.	

Level II: Child Development (6-10 years)

Conceptual Framework

I. Growth Patterns

   A. Physical

   B. Mental and Emotional

   C. Social

II. Family Relationships

III. Health Care

IV. Typical Behavior of the Older Child

V. The Early School Years

LEVEL II. Child Development

CONCEPT I. Growth Patterns

A. Physical

GENERALIZATION: An understanding of the growth process in children contributes to self-understanding.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Describe the physical development of the school age child.	Display pictures of children 6-10 years of age. Discuss the physical development noticed. Visit a school. Check height and weight of students at the beginning of the year and three months later. Compare the differences in growth patterns. Show films or filmstrips about physical growth. Read references about growth patterns of older children. Write a report and present it to the class.	

LEVEL II. Child Development

CONCEPT I. Growth Patterns

B. Mental and Emotional

GENERALIZATION: Mental and emotional development begins at birth.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the characteristics of mental and emotional growth.	Show films or filmstrips about mental and emotional growth. Define mental and emotional growth. List different ways in which a child expresses anger. Then compare this with other children to see which are common to all and which are individual. Discuss emotional differences between preschool children and the age of 6-10 years. Discuss differences between this age and teenagers. Students may observe their brothers and sisters, friends and relatives. Display pictures on a bulletin board. List suitable toys for the older child. Discuss. Assign students to groups, plan and make a toy or game.	

LEVEL II. Child Development

CONCEPT I. Growth Patterns

C. Social

GENERALIZATION: There is a reciprocal relationship between the family and society.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the importance of social development.	Watch several movies and T.V. programs featuring the older child. Analyze the pictures in several popular books and magazines for children and several widely read comics. Analyze toys and games for balance between active and passive play.	

LEVEL II. Child Development

CONCEPT II. Family Relationships

GENERALIZATION: Satisfying family relationships maybe formed when there is respect, cooperation, communication, and understanding between family members.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize that successful living depends on successful relationships with others.	List things that you like about friends or classmates, brothers, sisters, and parents. Discuss relationships that exist among family members. Example: parents, stepparents, brothers and sisters, grandparents and others. Discuss reasons that conflicts may arise in families, conflicts in school. Discuss ways of solving those conflicts. Show movies about getting along with parents and friends.	

LEVEL II. Child Development

CONCEPT III. Health Care

GENERALIZATION: Developing an understanding of health care is one of the major concepts for youth.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the importance of health care.	Show films or filmstrips concerning health care. Discuss the meaning of the following: health, physical examination, exercise, immunity, and rest. Cut out pictures about health care. Let the students explain or describe what they think about the pictures. Tell a story about a healthy family and a sick family. Prepare a bulletin board concerning sanitary habits at home. Discuss the value of regular exercise. Discuss the importance of adequate rest and regular sleep. Discuss methods of encouraging regular sleep habits.	
Recognize the importance of safety practices.	Have students look up the meaning of the following words: prevention, chemicals, accident, injury, poison, detergent, and safety. Discuss why safety is important.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	Discuss ways of providing a safe play environment. Discuss ways to help children learn about safety. View a film about safety.	

LEVEL II. Child Development

CONCEPT IV. Typical Behavior of the Older Child

GENERALIZATION: Behavior is learned, therefore problem behavior can be corrected.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Describe the common behavior problems.	Discuss typical behavior of different age groups. List five or six forms of behavior considered to be problem behavior. Rank the different types of problem behavior given, in order of seriousness, to good personal and social adjustment. Cut out pictures about common behavior problems for use on a bulletin board. View a film about common behavior problems. Observe your own brothers and sisters for any significant behavior problems. Bring notes to class for discussion the next day. Discuss problems at different age levels: health problems, problems with muscle control, speech problems, emotional problems, bids for attention, and social problems.	

LEVEL II. Child Development

CONCEPT V. The Early School Years

GENERALIZATION: Working with the early school age student, requires good discipline, courage, understanding and skills.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the importance of adequate preparation for the beginning of school.	Discuss and evaluate the activities that are helpful in preparing a child for first grade. Visit a school. Observe the activities planned for the children, the discipline, and the amount of help given the children by the teacher or the parents in charge of the play group. Visit different classes and make a list of preparation needed for a child about to enter school. Show a film about learning materials used in schools. Discuss courtesy at school. Discuss behavior that interferes with efficiency. Discuss methods of correcting problem behavior. Discuss discipline. When is professional help needed? Where? By whom?	

Level III: Child Development (Conception to Age Two)

Conceptual Framework

I. Conception
   - A. Reproductive Organs
   - B. Development of the Fetus

II. Prenatal Care
   - A. Signs of Pregnancy
   - B. Nutrition
   - C. Clothing
   - D. Rest, Sleep and Exercise
   - E. Superstitious Beliefs

III. The New Born Baby
   - A. Feedings
   - B. Clothing for the Infant
   - C. Bathing the Baby
   - D. Rest, Sleep and Exercise

IV. Toddlers
   - A. Stages of Growth
   - B. Health and Nutrition

LEVEL III. Child Development

CONCEPT I. Conception

Reproductive Organs

GENERALIZATION: Knowledge of the biological changes during pregnancy will enable the woman to cope with the changes.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To develop an awareness of the reproductive organs.	Show charts or pictures of the reproductive organs. Discuss the reproductive organs: names, functions, location. Have a public health nurse talk to the class about the reproductive organs. Show a film on the reproductive organs. Prepare a bulletin board showing pictures of the reproductive organs and label them. Have students draw their own chart of the reproductive organs.	

LEVEL III. Child Development

CONCEPT I. Conception

B. Development of the Fetus

GENERALIZATION: Knowledge of the fetal development will enable the woman to prepare herself for motherhood.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the developmental stages of the fetus.	Show films on fetal development. Have a display of charts showing the fetal growth. Discuss the stages of fetal development. refer to the charts. List and define the names of the developmental stages. Compare and contrast the sizes of the fetus during its process of development. Discuss the fetal growth during the 9 month period of development. View a film showing the birth of a baby.	

LEVEL III. Child Development

CONCEPT II. Prenatal Care

Signs of Pregnancy

GENERALIZATION: Hormonal changes affect the mother during pregnancy.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the signs and symptoms of pregnancy.	Discuss signs of pregnancy. Show films of different stages of pregnancy. Invite a nurse or resource person to discuss the status of women in other countries with regard to pregnancy. Discuss pregnancy as it applies to women in Micronesia. Use charts to show the signs and symptoms of pregnancy. Describe a pregnant woman.	

LEVEL III. Child Development

CONCEPT II. Prenatal Care

Nutrition

GENERALIZATION: Nutritional requirements are important factors before conception as well as during pregnancy.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Be able to prepare a well balanced diet for an expectant mother.	Discuss the three food groups. Discuss food values and their function in the body. Explain dangers to the mother and fetus which may result from nutritional deficiencies of the mother. Demonstrate the preparation of a well balanced diet. Use charts to show different kinds of foods and explain their functions. Describe two different expectant mothers and their diet. Have the students practice how to prepare a meal for an expectant mother.	

LEVEL III. Child Development

CONCEPT II. Prenatal Care

C. Clothing

GENERALIZATION: Clothing for the expectant mother should be comfortable and easy to care for.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
To be able to select the right garment for an expectant mother.	Discuss the selection of garments for an expectant mother. Describe a garment you do not like. Determine why you feel uncomfortable when wearing it. Make a chart to show the different garments for an expectant mother. Describe the right one to wear. Take a trip to a store, ask the student to select the garment which they think would be better for an expectant mother to wear.	

LEVEL III. Child Development

CONCEPT II. Prenatal Care

D. Rest, Sleep and Exercise

GENERALIZATION: Rest, sleep and exercise are important to the well being of the mother and developing child.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify activities needed for an expectant mother.	Discuss important activities needed for an expectant mother. List some activities that the expectant mother should do. Have students describe an expectant mother that they have seen. Describe two different expectant mothers, their health and appearance. Show films of healthy expectant mothers and discuss the films. Demonstrate exercises which are pertinent to the expectant mother.	

LEVEL III. Child Development

CONCEPT II. Prenatal Care

E. Superstitious Beliefs

GENERALIZATION: Knowledge of the facts of prenatal development tends to eliminate fears, false ideas and superstitions.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize the superstitious beliefs of Micronesian culture during pregnancy.	Discuss the facts and fables of pregnancy. Discuss the superstitious beliefs during pregnancy. Have the students discuss and list some of the beliefs of their parents and relatives. Discuss the advantages and disadvantages of superstitious beliefs during pregnancy.	

LEVEL III. Child Development

CONCEPT III The New Born Baby

A. Feedings

GENERALIZATION: The infant is totally dependant upon an adequate food supply to meet it's nutritional needs.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Analyze the advantages and disadvantages to the mother and baby using breast feeding and formula feeding.	Discuss the advantages of breast feeding. Give a demonstration on making formula for bottle feedings. Take a trip to the hospital or ask a nurse to come to school to talk to the class about breast and formula feedings. Discuss sanitation measures and cost in comparing breast feeding vs. formula feeding. Have a discussion about fat babies. Is a fat baby really healthy? Will a fat baby grow up to be an obese adult? Is "baby fat" normal? Talk about the causes of too much baby fat.	

LEVEL III. Child Development

CONCEPT III. The New Born Baby

B. Clothing for the Infant

GENERALIZATION: Proper selection of the right clothing is essential to the comfort and well being of an infant.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Develop the skill and knowledge in understanding the special requirements of child care.	Show different kinds of fabric in class to identify the right kind of clothing for an infant. Bring to class samples of infant wear. Discuss the advantages and disadvantages of choosing proper clothing for the infant.	

LEVEL III. Child Development

CONCEPT III. The New Born Baby

C. Bathing the Baby

GENERALIZATION: Cleanliness is important to the health and well being of the infant.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Develop skills needed for bathing an infant.	Discuss why, when and how to bathe a baby. Discuss water temperature, soap, equipment. Demonstrate how to bathe the baby. If a real baby is not available use a doll. Have the students write statements about how a lack of personal cleanliness habits might affect a child's development.	

LEVEL III. Child Development

CONCEPT III. The New Born Baby

D. Rest, Sleep and Exercise

GENERALIZATION: Rest, sleep and exercise contribute to the growth of a healthy baby.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Recognize a child's need for rest.	Discuss the value of a child's need for rest. Show pictures of children who are resting. Discuss the differences in the child who is resting from those who are not.	
Recognize the infant's pattern of sleep.	Discuss why sleeping patterns are important. Show pictures of good sleeping areas. Discuss why the sleeping area of the child needs to be protected from flies, mosquitos and insects.	
Recognize how exercise contributes to the infant's health.	Explain the importance of exercise. Discuss various ways the child can get exercise. Have students list 5 types of exercise good for developing strong muscles. Have several babies visit class and observe their similarities and differences.	

LEVEL III. Child Development

CONCEPT IV. Toddlers

A. Stages of Growth

GENERALIZATION: Development is a continuous process and proceeds in an orderly sequence with periods of acceleration and decelaration occuring in each phase.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the characteristics of normal development.	Show a film concerning the stages of growth. Discuss the stages of growth. Identify physical, social, intellectual and emotional characteristics. Discuss how the phases of development are interrelated. Compare and contrast 4 children of the same age. Identify the contributing factors to the children's differences. Prepare a bulletin board showing pictures of toddlers.	
Identify the characteristics of abnormal development.	Show a film on abnormal children. Discuss what abnormal development is. Identify the contributing factors to abnormal development. Observe children at home or around you to see if they are normal or abnormal.	

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
	Compare and contrast a normal child and an abnormal child. Prepare a bulletin board showing pictures of some children with abnormal development. Discuss means to prevent abnormal development.	

LEVEL III. Child Development

CONCEPT IV. Toddlers

B. Health and Nutrition

GENERALIZATION: The amount and kind of foods needed by toddlers vary and are influenced by age, sex, size, activity, climate, physical and emotional state, and individual preference.

OBJECTIVES	ACTIVITIES	TEACHER'S NOTES
Identify the importance of good health.	Discuss family food variation as related to health, sex, age, activity, etc. Have students discuss distinctive or different foods that they serve in their home. Show a film on nutrition. Have a discussion on the basic food groups. Invite a resource person to talk to the class on nutrition.	
Recognize some problems of malnutrition.	Discuss the meaning of malnutrition. Discuss two common types of malnutrition: Marasmar and Kwashiorkor. Describe two different toddlers and their health. Cut some pictures of malnourished children from magazines or newspapers and explain the cause. Discuss other problems such as: depigmented skin, moon-face, Bitot's spot and Keratomalacia. Explain the causes of these diseases.	

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APPENDIX

CHILD DEVELOPMENT: TOYS

Ladder

Slide

Swing

Crayons

Paper

Pencils

Blunt Scissors

Building Blocks

Plastic Toys

Puzzles

Musical Instruments

Dishes, Furniture and Articles for Playing House

Clay

Balls

Bat

Toys to Push and Pull

Stuffed Toys

Dolls

Small Chairs

Cars

Bike

Articles to Rattle

Skip Rope

Bucket

Telephone

Checkers

Picture Books

Reading Books

Beads

Spools

Large Hollow Blocks

Articles to Squeeze

Plaster of Paris

Tops

Sling Shot

Toy Gun

Balloons

Marbles

Darts

Kites

Doll Bed

Doll House

Baseball Glove

Model Cars and Airplanes

LEVEL I: CHILD DEVELOPMENT

Activity #1 Bulletin Board Idea

Title: Toys for 2-5 Years Old

Outline with yarn a drawing of a bookcase that has four shelves. Label the bottom shelf "two year old", the second shelf "three year old", the third shelf "four year old" and the top shelf "five year old". On each shelf tack pictures of toys appropriate for children of that age.

Activity #2

Read the following statements and try to answer them without looking at your notes. Write the answer in the blank opposite each statement.

1. Name one physical characteristic of a two year old child. _____
2. Name one outstanding social characteristic of a three year old child. _____
3. Name one effect of heredity on the child's development. _____
4. Name one emotional characteristic of a five year old child. _____
5. Name one effect of environment on children's development. _____
6. Name one intellectual characteristic of a four year old child. _____
7. Name one of the good health practices. _____
8. Name one type of bath. _____

LEVEL I: CHILD DEVELOPMENT

Activity #3

Identify the age level each of the toys belongs to. Write the correct age level, 2,3,4,or 5 in the blank opposite each toy.

_____1. Tricycle

_____2. Pencil and Paper

_____3. Ball

_____4. Ladder

_____5. Doll

_____6. Clay

_____7. Picture Books

_____8. Blunt Scissors

_____9. Musical Instruments

_____10. Building Blocks

Activity #4

Read the following statements and identify which ones are true and which ones are not. Write T in the blank if the statement is correct or F if it is wrong.

_____1. Children are required to have three meals a day.

_____2. A young child should avoid contact with people who are sick.

_____3. Children do not need to wear pretty bright colors.

_____4. Sleep plays an important role in the child's development.

_____5. Children should be taught about cleanliness.

_____6. Children need to eat balanced meals.

LEVEL I: CHILD DEVELOPMENT

Activity #5

What Would You Do If.....

1. You work after school as a student aide in a small neighborhood play group. The group is made up of eight 3 year olds and four 4 year olds. Each day the group director provides the children with a snack of cookies and Kool-Aid. You know about good nutritition. You would like to see a change.

   Would You: (check your choice)

   _____a. Tell the director she is not providing the right kind of snack.

   _____b. Ask the children how they feel about the snack.

   _____c. Bring a more nutritious snack for the children yourself and ask to serve it.

   _____d. Ask the director if she has other things for a snack.

   _____e. Something else?_____

   Explain why you made the choice you did. _____

   _____

2. Your 3 year old baby sister has spilled jelly all over her dress. She comes to you crying and asking that you change her.

   Would You: (check your choice)

   _____a. Scold her, but change her dress while you let her know how angry you are.

   _____b. Scold her for being careless and let her stay in the soiled dress.

   _____c. Accept her problem, simply saying, "Ok, lets get it changed."

   _____d. Accept her problem, as in C, but also talk to her as you change her about how nice it will be when she is bigger and can be less clumsy with her food.

   _____e. Something else? _____

   Explain why you made the choice you did. _____

   _____

   _____

Thinking Things Through:

3. Children in the three to five age group develop rapidly in their ways of playing and learning. In the space that follows, describe or paste in a picture of one toy, or book, or game that you think is best suited for helping the development of a 4 year old. Explain the reasons for your choice.

Your reasons for this choice: _____

_____

_____

_____

Case Study: Jack

4. You teach at a nursery school. One of the children in your group is Jack, four, who attends five mornings a week. When you work alone with Jack--reading him a story or showing him how to care for the hamster--he is very gentle and soft spoken. During free play, however, you are painfully aware that Jack is very rough. He is always playing war or shooting games, or just hitting other children, daring them to fight with him.

   What should you do first about Jack's behavior? _____

   _____

   _____

   _____

   You find that Jack has an older brother who teases him a lot. The brother pretends to be a monster and chases Jack. He offers Jack things and then doesn't provide them. When Jack complains to either of his parents, he is told that he should not cry, that he should be a big boy and fight back.

   What are some play activities you can provide for Jack to help him let out some of his aggressive feelings without hurting others? _____

   _____

   _____

   _____

   _____

   _____